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ABSTRACT

This Fort Bend (Texas) social studies curriculum guide for third grade covers six 6-week periods, and the nine course outlines include topics to be covered, the main goals and their supporting objectives, and a materials correlation key. The nine topics include holidays, maps, community life, cities and towns, farms, resources, citizenship, black history, and careers. An Objectives Correlation Key describes the decimal system used to distinguish between main and supporting objectives. Materials correlated within the outlines are "Communities and Resources" (Silver Burdett), "Globe Skills Learning Center" (Cram), "Childcraft Encyclopedia" (World Book), the teacher's guides and blackline masters from "Our Community and Others" (Graphic Learning) and "Primary Social Studies Skills" (Nystrom), "Texas Almanac" (Dallas Morning News), and "World Almanac" (Doubleday). The guide also contains sample assessment items for each objective presented under each topic. (DJC)

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SOCIAL STUDIES

CURRICULUM GUIDE

Grade Three

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1985-86

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INTRODUCTION

This curriculum guide is designed by the Fort Bend ISD Curriculum Department with the assistance of classroom teachers.

In FBISD, a curriculum guide is a document that prescribes the content, materials and teaching sequence of a subject or course. While the given sequence should be followed, variances may occur, based on teacher judgment, when necessary to meet student needs and standardized testing dates. Teachers are expected to cover the objectives in a given subject or course because the objectives incorporate the essential elements.

PURPOSE OF CURRICULUM GUIDES

1. TO ASSIST TEACHERS IN PLANNING AND CONDUCTING EFFECTIVE INSTRUCTION THAT COMPLEMENTS THE HIGH YIELD LEARNING APPROACH IN FORT BEND INDEPENDENT SCHOOL DISTRICT.

2. TO ASSIST PRINCIPALS, COORDINATORS, DEPARTMENT HEADS, AND TEAM LEADERS IN EVALUATING CLASSROOM TEACHING AND THE RESULTS OF LEARNING.

3. TO PROVIDE CONSISTENT LEARNING STANDARDS FOR COURSES OFFERED IN FORT BEND INDEPENDENT SCHOOL DISTRICT.

COMPONENTS OF THE GUIDE

THE FOUR COMPONENTS IN FBISD CURRICULUM GUIDES ARE LISTED BELOW:

COMPONENT 1

COURSE OUTLINE

This component consists of a listing of the TOPICS that comprise the major content of the course and outline the semester and/or year's work. In addition to the topics of the course, the MAIN OBJECTIVES AND SUPPORTING OBJECTIVES of the course are delineated.

MATERIALS CORRELATION

A second part of component 1 is a MATERIALS CORRELATION which specifies the key materials for the course. These materials generally are the state-adopted textbooks. Available supplementary materials as well as materials that have been developed by the district expressly for the course may be referenced.

COMPONENT 2

ASSESSMENT

Sample assessment items for each six weeks are provided as clarifications of objectives and aids in the construction of teacher-made tests.

COMPONENT 3

SAMPLE LESSONS

The sample lessons reflect the district's HIGH YIELD TEACHING model. These lessons provide instructional guidelines based on the lesson cycle.

COMPONENT 4

EXPANDED MATERIALS CORRELATION

An expanded materials correlation ties resource materials (i.e., films, labs, kits, software) to the outline. This listing is pertinent to the successful attainment of the course objectives.

Note: Components 3 and 4 are not included in this document.

SOCIAL STUDIES - GRADE THREE
TOPICS

Holidays

FIRST SEMESTER

First Six Weeks

Maps

Second Six Weeks

Community Life

Third Six Weeks

Cities and Towns

SECOND SEMESTER

Fourth Six Weeks

Farms

Fifth Six Weeks

Resources

Sixth Six Weeks

Citizenship

Black History
Careers

MATERIALS CORRELATION KEY

Code	Publisher	Title
BLM	Silver Burdett	Communities and Resources Blackline Masters
C	Cram	Globe Skills Learning Center
CE	World Book	Childcraft Encyclopedia
CT	Silver Burdett	Communities and Resources Chapter Tests
G	Graphic Learning	Our Community and Others Teacher's Guide
BL	Graphic Learning	Our Community and Others Blackline Masters

MATERIALS CORRELATION KEY

Code	Publisher	Title
N	Nystrom	Primary Social Studies Skills Level C Teacher's Guide
NBLM	Nystrom	Primary Social Studies Skills Level C Blackline Masters
OM	Silver Burdett	Communities and Resources, Outline Maps
S	Silver Burdett	Communities and Resources, Student Text pages
STE	Silver Burdett	Communities and Resources, Teacher's Edition pages
TA	Dallas Morning News	Texas Almanac
WA	Doubleday	World Almanac
WB	Silver Burdett	Communities and Resources Workbook

OBJECTIVES CORRELATION KEY

.00 Main objectives are in caps, identified as .00 objectives, and found at the top of a sequence of objectives. The main objectives state the general learning outcome of instruction.

.01, .02, etc. Supporting objectives are listed below the main objectives and identified as .01, .02, .03, etc. objectives. These objectives indicate specific behaviors acceptable as evidence of the attainment of the main objectives.

B Objective numbers that contain a B are Basic objectives. Basic objectives are taught and tested. Students should master Basic objectives.

D Objective numbers that contain a D are Desirable objectives. Desirable objectives are taught to all students and are expected to be mastered by most students.

E Objective numbers that contain an E are Enrichment objectives. Enrichment objectives are taught to most students with mastery expected of students who are capable of attaining higher levels of skills and concepts.

+ Objective numbers that contain a + are objectives tested on TEAMS.

* Objective numbers that contain a * are objectives tested on ITBS.

COURSE OUTLINE

Social Studies - Grade Three

OBJECTIVES	MATERIALS CORRELATION
HOLIDAYS	
Note: These holidays are to be taught at the time of year the holiday occurs. These objectives pertain to all holidays.	
01.00 RECOGNIZES SIGNIFICANCE OF OBSERVING HOLIDAYS: Labor Day, Mexican Independence Day, Columbus Day, Halloween, Veterans Day, Thanksgiving, Hanukkah, Christmas, Martin Luther King Day, Arbor Day, Valentine's Day, President's Day, St. Patrick's Day, May Day, Cinco de Mayo, Memorial Day	Almanac
01.01D Uses appropriate vocabulary related to each holiday studied	Encyclopedia Calendar
01.02B Identifies traditions, folkways and customs used to observe each holiday	
01.03E Knows the date of the observance	
01.04E Explains significance of the holiday	

COURSE OUTLINE

Social Studies - Grade Three — 1st Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	MAPS	
02.00	USES APPROPRIATE SKILLS TO READ MAPS AND GLOBES	S 1-35; STE 27-40
02.01B	Identifies a globe as a model of the earth	S 2-5; NTE 54, 55
02.02B	Locates North, South, East, and West on a map	S 2-5; NTE 8
02.03B	Uses intermediate directions NW, SE, SW, NE to interpret maps	S 2-5; G 36-51
* 02.04B	Determines route of travel through use of cardinal directions	NTE 9-12
02.05E	Determines route of travel through use of intermediate directions	
* 02.06B	Uses a compass rose to determine direction	S 6-7; G 36-51 WB 1 NTE 9; NBLM 5-II; NTE 31
*+ 02.07D	Uses scale to determine distance on a map	S 8-11; G 70-75 NTE 14-15 NBLM 7-II, 7-III NBLM 21-II; NTE 34-36; NBLM 15-II; 15-III
* 02.08D	Uses mileage numbers on a road map to determine distances between two given points	
* 02.09B	Compares distances between given points using terms shortest, closest, nearer, longest, farthest	NBLM 7-IA
* 02.10D	Determines direction of river flow	S 12
02.11E	Locates Continental Divide on a map	
02.12E	Traces the rivers that flow into the Pacific and Gulf	

OBJECTIVES			MATERIALS CORRELATION
03.00		USES GEOGRAPHICAL SKILLS IN DESCRIBING COMMUNITIES	S 1-35 STE 27-40
*	03.01B	Describes how one's community is similar and different from other communities by comparing locations and land features	S 12-14 G 262-267
*	03.02B	Knows geographical location of community relative to state and nation	S 12-14
	03.03B	Identifies that the United States is divided into 50 parts called states	S 15-17
	03.04B	Identifies basic physical features on a map	WB 4; S 15-17; G 262-267
	03.05B	Locates the continents and major bodies of water on maps and globes	S 18-21; NTE 55-56 NBLM 23-II; NTE 57-58; NBLM 24-II; NTE 59-60; NBLM 25-II; S 18-21; G 303-319; WB 8-9
	03.06D	Locates hemispheres on a map and globe	S 18-21
	03.07B	Locates equator on a map and globe	S 18-21
*	03.08E	Describes a combination of geographical conditions that would identify an area as a good site for a community by generalizing and drawing conclusions	S 68-75 STE 54-55
*04.00		USES APPROPRIATE SKILLS TO INTERPRET LEGENDS OR KEYS ON VISUALS	S 1-35; STE 27-40; G 84-92
*	04.01B	Identifies basic symbols on a key	S 6-7; S 13; NTE 1-2; NBLM 1-III
	04.02B	Locates points on a grid	S 24-25 NTE 6-8; NBLM 4-II; NBLM 12-II; NTE 63
	04.03E	Identifies a time line as a scale representing passage of time	S 28-29

OBJECTIVES			MATERIALS CORRELATION
	04.04B	Names four types of graphs	S 29-33
	04.05E	Makes an example of each type of graph	
*	04.06B	Reads a pictograph	S 30; NTE 52; NBLM 22-II
*	04.07B	Reads a circle or pie graph	S 31; S 217
*	04.08B	Reads a bar graph	S 32; S 218-221; NTE 36-37; NBLM 16-II
*	04.09B	Reads a line graph	S 33

COURSE OUTLINE

Social Studies - Grade Three | 2nd Six Weeks

OBJECTIVES	MATERIALS CORRELATION
COMMUNITY LIFE	
05.00 RECOGNIZES BASIC FACTS ABOUT A COMMUNITY	S 36-65; STE 41-49
05.01B Locates selected communities on a map	S 36-41
05.02D Knows basic facts of a community's founding	S 42-48
05.03D Identifies historical landmarks in a community	S 42-48
05.04B Identifies multiple causes of events in communities, past and present	S 42-48
05.05D Identifies some businesses in a community	S 48-52; NTE 4
05.06E Compares services/products produced by businesses in a community	
05.07E Exhibits increased awareness of the handicapped in a community	S 53-58; WB 19
05.08D Recognizes that all communities have similiar places of use for residents	S 59-63; NTE 4
06.00 RECOGNIZES BASIC FACTS ABOUT OUR COMMUNITY IN FORT BEND COUNTY	
06.01B Describes the physical features of our community	
06.02B Describes some ways our community has changed over time	
06.03E Illustrates ways community has changed over time	
06.04B Identifies historical landmarks in our community	
06.05B Knows significance of historical landmarks in our community	

* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
06.06B	Knows basic facts of our community's founding	
06.07E	Names individuals significant to the community's founding	
06.08B	Identifies local traditions, customs, folkways celebrated in our community--Fort Bend County Fair	
06.09D	Identifies racial and ethnic contributions in our community	
06.10D	Identifies some businesses in Fort Bend County	
06.11D	Names important agricultural/industrial products produced in Fort Bend County	

COURSE OUTLINE

Social Studies - Grade Three | 3rd Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	CITIES AND TOWN	
07.00	COMPARES SIMILARITIES OF LIVING IN LARGE CITIES	S 68-95; STE 54-59
07.01B	Identifies reasons why cities began and developed	S 68-75
07.02D	Lists reasons why people choose to live in cities	S 76-81
07.03B	Names different types of housing in cities	S 76-81
07.04E	Illustrates different types of housing in cities	
07.05D	Gives examples of specialization and division of labor in a community	S 76-81
07.06E	Describes the division of labor of a particular business	
07.07B	Describes ways a community satisfies its needs for food, clothing and shelter	S 76-81
07.08D	Lists some kinds of recreational activities available in cities	S 82-86 WB 32
07.09D	Identifies racial and ethnic contributions made in cities	S 82-86
07.10E	Identifies traditions, customs, folkways in large cities	
07.11B	Names types of transportation available in cities	S 87-93

* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
08.00	COMPARES SIMILIARITIES OF LIVING IN SMALLER COMMUNITIES	S 96-117 STE 59-62
08.01D	Lists reasons why people choose to live in smaller communities	S 96-101
08.02B	Describes ways a community satisifies its needs for food, clothing and shelter	S 96-101
08.03B	Identifies what a suburb is	S 96-101
08.04D	Identifies traditions, customs and folkways in communities	S 102-105 S 105-110
08.05D	Identifies what a commuter is	S 111-115
08.06E	Compares housing in large cities and smaller communities	
08.07E	Compares transportation in large cities and smaller communities	
08.08E	Compares occupations of people in large cities and smaller communities	

COURSE OUTLINE

Social Studies - Grade Three | 4th Six Weeks

OBJECTIVES	MATERIALS CORRELATION
FARMS	
09.00 IDENTIFIES FARMING AS A SUPPORT TO LIVING IN COMMUNITIES	S 120-141 STE 66-73
09.01B Describes how individuals and families change over time	S 120-122 WB 38
09.02D Identifies ways the science of farming has changed over time	S 120-122
09.03E Names inventors and their inventions which have modernized farming	
09.04B Names different types of farms	S 120-141
09.05B Names products made from a dairy	S 123-125 WB 40
09.06E Names products from other types of farms	
09.07D Identifies the importance of irrigation to vegetable farms	S 126-128 WB 41
09.08E Identifies the sequence of wheat from field to table	STE 70
09.09D Recognizes the hazards of fruit growing	S 131-132
09.10D Names different kinds of jobs done on a ranch	S 133-139 WB 43
09.11E Names various products raised on a ranch	
09.12E Describes role of ranchhand on a ranch	

* ITBS + TEAMS

COURSE OUTLINE

Social Studies - Grade Three — 5th Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	RESOURCES	
10.00	IDENTIFIES RESOURCES AS SUPPORT TO LIVING IN A COMMUNITY	S 142-162 STE 73-82
10.01B	Identifies natural resources	S 142-146
10.02D	Distinguishes between renewable/non-renewable resources	
10.03B	Names types of economic resources	S 142-146
10.04D	Names types of economic resources located in and around the community	
10.05E	Identifies areas in which resources are located	
10.06B	Distinguishes between human resources and other resources	S 142-146
11.00	RELATES NATURAL RESOURCES TO THE ECONOMY	S 142-154 STE 73-78
11.01D	Describes coal mining	S 142-146 WB 35
11.02E	Describes the sequence of oil production	S 147-152
11.03D	Identifies the purpose of a refinery	S 147-152
11.04D	Gives the purpose of a pipeline	S 147-152 WB 46, 47, 48
11.05B	Identifies fishing as an industry	S 153-154
11.06E	Recognizes examples of supply and demand	
11.07E	Explains significance of natural resources to the economy	

OBJECTIVES		MATERIALS CORRELATION
12.00	DEMONSTRATES AN UNDERSTANDING OF RESPECT FOR PUBLIC AND PRIVATE PROPERTY	S 155-159 STE 78-82 WB 50
12.01B	Defines conservation	S 155-159
12.02D	Recognizes the significance of historical contribution in conservation of natural resources made by Theodore Roosevelt	S 155-159
12.03E	Identifies responsibilities of park rangers	S 155-159

COURSE OUTLINE

Social Studies - Grade Three | 6th Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	CITIZENSHIP	
13.00	RECOGNIZES RESPONSIBILITIES OF PEOPLE LIVING IN COMMUNITIES	S 163-185 STE 86-90
13.01B	Identifies students' responsibilities to the community	S 164-167; NTE 21; WB 51
13.02B	Identifies students' responsibilities to the state	
13.03E	Compares students' responsibilities to community and state	
13.04B	Knows how community and state laws are enforced	S 164-167; NTE 22-23
13.05B	Knows consequences of violating laws in the community	S 164-167
13.06E	Gives examples of community laws	
13.07E	Gives examples of consequences of violating laws in the community	
13.08B	Knows individuals have right to hold differing viewpoints	
13.09D	Respects peoples rights to hold differing viewpoints	S 164-167
13.10B	Identifies basic functions of local and state government	S 168-174 NTE 22-23
13.11E	Compares basic functions of local and state government	
13.12B	Gives examples of public and private property	S 168-174 NTE 21-22
13.13B	Identifies the need for community services	S 168-174 WB 24
13.14D	Recognizes uses of tax money	S 168-174 WB 54

* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
13.15E	Names different types of taxes	
13.16E	Compares different types of taxes and their uses	
13.17E	Recognizes that some communities receive gifts from their citizens	S 168-174
13.18B	Recognizes the differences between the national and state capitals	S 175-183
13.19D	Identifies some of the historical landmarks in Washington D.C.	S 175-183
14.00	RECOGNIZES THE IMPORTANCE OF PEOPLE COMMUNICATING WITH ONE ANOTHER	S 186-205 STE 91-96
14.01B	Defines communication	S 186-192
14.02B	Lists different types of communication	S 186-192 WB 63
14.03B	Identifies inventions that have improved communication	S 186-192 WB 60
14.04D	Identifies historical contributions made by great communicators	WB 59
14.05B	Identifies different forms of printed communication	S 193-196
14.06E	Identifies the purpose of the U.S. Postal Service	S 196-202
14.07E	Identifies the sequence of mailing a letter	STE 95-96 WB 62

COURSE OUTLINE

Social Studies - Grade Three

OBJECTIVES

MATERIALS CORRELATION

BLACK HISTORY

Note: This unit is to be taught at the appropriate time of year.

15.00 IDENTIFIES RACIAL AND ETHNIC CONTRIBUTIONS IN THE COMMUNITY AND STATE

15.01D Recognizes significance of historical contributions made by individuals: George Washington Carver, Harriet Tubman, Booker T. Washington, Frederick Douglass, Thurgood Marshall, Jesse Owens, Mary Bethune, Martin Luther King Jr.

COURSE OUTLINE

Social Studies - Grade Three

OBJECTIVES

MATERIALS CORRELATION

CAREERS

Note: This unit is to be taught at the appropriate time of year.

16.00 DEMONSTRATES AN AWARENESS OF OCCUPATIONAL OPPORTUNITIES

16.01E Uses appropriate vocabulary related to each occupation studied

16.02E Gives examples of specialization in the labor market

16.03E Relates education and training to occupations

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Three

OBJECTIVES

MATERIALS CORRELATION

HOLIDAYS

01.00 Ask students to tell why holidays are observed.

01.01D What is the name of this picture?

01.02B What is custom associated with the holiday _____?

01.03E Match the holiday to the date on which it is celebrated.

Columbus Day	December 25
St. Patrick's Day	October 12
Christmas	March 17

01.04E Write three sentences telling why this holiday is important.

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Three | 1st Six Weeks

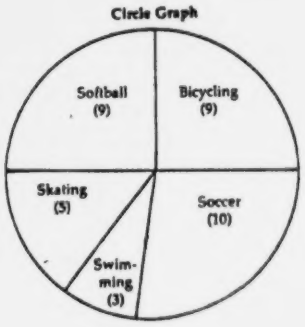
OBJECTIVES		MATERIALS CORRELATION
	MAPS	
02.01B	Circle the word that goes in the blank. A _____ is a model of the earth. (ball, globe, map)	
02.02B	Write North, South, East, West on this map to show the right location of each.	
02.03B	Label the marks on the maps to the right intermediate directions NW, NE, SW, SE.	
*02.04B	If you traveled from Houston to New Orleans, you would be traveling _____. (east, west, north, south)	
02.05E	If you travel from Houston to Victoria, Texas, you would by traveling _____. (southeast, northwest, southwest)	
*02.06B	Tell the direction from Austin to Houston by looking at a map of Texas that has a compass rose.	
*+02.07D	Tell the distance from Houston to Dallas by using a map of Texas that has a mileage scale.	
*02.08D	Use the mileage numbers to tell how many miles from New York to Houston. _____ miles	S 185
*02.09B	Use the Nystrom desk map C1. Which is nearer the river? Check your answer. _____ Liberty Street _____ Grove Street	

OBJECTIVES		MATERIALS CORRELATION
*02.10D	On the map of Texas, find the Trinity River and circle the direction it flows. North — Northeast South — Northwest East — Southeast West — Southwest	S 14
02.11E 02.12E	On a map of the United States draw a black line along the Continental Divide. Color rivers that flow into the Pacific red and rivers that flow eastward to the Gulf of Mexico blue.	
03.00	Write True or False before each sentence. _____ All communities have homes. _____ All communities have the same resources. _____ All communities are the same size.	
*03.01B	Write five sentences telling how your community's location and land features are similar and different from other communities.	
03.02B	Circle on a map the community, state and nation being studied.	
03.03B	Circle the number that goes in the blank. There are _____ states in the United States. (50, 100, 15)	
03.04B	Label water, land, mountains, rivers and islands on a map.	
03.05B	Label seven continents and four oceans on a map. Point to the seven continents and four oceans on a globe.	

OBJECTIVES		MATERIALS CORRELATION
03.06D	Point to the four hemispheres on a globe. Label them on a map.	
03.07B	Point to the equator on a globe. Label it on a map.	
*03.08E	List things that settlers looked for in an area before they decided to start a community in that place.	
*04.01B	Draw a line to match the symbols in the key to the symbols on the map.	
04.02B	Tell the cities on a map using the given points.	
04.03E	Complete the sentence. A time line is a _____ that represents _____.	
04.04B	Name the four types of graphs.	
04.05E	Make an example of each type of graph using a given set of facts.	
*04.06B	On the pictograph on page 30, in what year did the United States have 5 1/2 million people? Circle your answer. 1790 1800 1810	S 30

OBJECTIVES | MATERIALS CORRELATION

*04.07B Look at the graph and answer these questions by circling the right answer.



1. Which sport is the most popular?
   Softball bicycling soccer

2. How many students play soccer?

   9 10 5

3. Which sport is the least popular?

   swimming softball skating

*04.08B On the bar graph on page 220, which country produced 4,000 million barrels of oil. Circle the answer. S 220

Iran Iraq U.S.S.R.

*04.09B Use the line graph on page 225. In what month did Mexico have the highest temperature? Underline the answer. S 225

May June July

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Three | 2nd Six Weeks

OBJECTIVES | MATERIALS CORRELATION

COMMUNITY LIFE

05.01B Label on a map the communities being studied.

05.02D Tell the date that this community was founded.
Tell the name of a person who helped start this community.
Tell the type of resources that made this a good community.

05.03D List and define three historical landmarks in this community.

05.04B Many houses are now being built in Fort Bend County. Name two reasons people are moving to Fort Bend area.

OR

The local train depot has been moved to a new location to make way for a parking lot. Underline the statements that tell why the train depot is no longer needed.

The train no longer stops in this town.
The people had other kinds of transportation.
A bus stops frequently for travelers at a nearby location.
Trains are no longer used as a means of travel.

05.05D Name some businesses that are found in most communities.

05.06E Classify each service and product under its appropriate business:
automobile dealer
product: car
service: repair

OBJECTIVES		MATERIALS CORRELATION
05.07E	Teacher observation	
05.08D	Name some places of use for residents that are found in most communities.	
06.01B	List two physical features of Fort Bend County. Write a sentence describing each one.	
06.02B	Tell three ways Fort Bend County has changed from the time it was founded until today.	
06.03E	Fill in historical facts of our community in the correct order on a time line.	
06.04B	Make a list of four historical landmarks in Fort Bend County.	
06.05B	What is the significance of _____? Why was this made a historical landmark?	
06.06B	Write True or False before each statement. ____ Settlers from Missouri settled in Missouri City. ____ A man named Stafford founded the city of Stafford.	
06.07E	Circle from a given list of names the names of people significant to our community's founding.	
06.08B	Name one thing we celebrate each year in Fort Bend County.	

OBJECTIVES		MATERIALS CORRELATION
06.09D	Name the ethnic and racial contributions in Fort Bend County.	
06.10D	Circle from a given list of names of businesses the ones located in Fort Bend County.	
06.11D	List five agricultural or industrial products produced in Fort Bend County.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Three | 3rd Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	CITIES AND TOWNS	
07.00	Name some ways that living in any city is the same.	S 68-95; STE 54-59
07.01B	Circle some reasons why cities began and continue to grow larger. peace and quiet available jobs traffic jams	
07.02D	List some reasons why people choose to live in cities.	
07.03B	Name three different types of places that people live in a city.	
07.04E	Draw examples of four different types of housing in cities.	
07.05D	Name two jobs where the work is divided into smaller parts. Name jobs on an assembly line. Label these jobs in the correct order.	
07.06E	Write a sentence to tell about the jobs that each of four people do on an assembly line.	S 78-79
07.07B	Name two ways that a city gets food, clothing and shelter for the people who live there.	
07.08D	List some kinds of recreational activities that you can participate in because you live in a city. Name things that would probably only be found in a large city.	

OBJECTIVES		MATERIALS CORRELATION
07.09D	Circle the names of places found in a city that show an influence from another country. Del Taco Restaurant Chinese Newspaper Co. Firewood for Sale	
07.10E	Cut out and paste in appropriate calendar month spaces, the names of events that are occurring in large cities.	
07.11B	Name three types of transportation that you might see in a city.	
08.00	Name some ways that living in a smaller community anywhere in our nation might be similiar to living in another small community.	
08.01D	List two reasons why people choose to live in a small community.	
08.02B	Name ways that a small community gets food, clothing and shelter for the people who live there.	
08.03B	Define suburb in a complete sentence.	
08.04D	Name some traditions, customs and folkways that make a small community special.	
08.05D	Define commuter in a complete sentence.	
08.06E	Fold a piece of manilla paper in half. Draw a picture of a home that would be found in a city on one half. On the other half of the paper illustrate a home typical of the country.	

OBJECTIVES		MATERIALS CORRELATION
08.07E	Circle pictures of types of transportation found in a city and draw a square around types of transportation found in the country.	
08.08E	Classify occupations of city versus small community people by listing given jobs in the appropriate category.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Three | 4th Six Weeks

OBJECTIVES | MATERIALS CORRELATION

FARMS

09.00 Circle things that people need in order to live in communities.

Mountains, Farms, Natural Resources, Electricity

09.01B Here are some sentences about people who live on farms. Write the words Long Ago or Today before each sentence to tell when it was true.

_____ Farmers used a mule and a plow.
_____ Farmers had very large farms.
_____ Farm children got an education to become better farmers themselves.
_____ Almost everyone did some farming.

09.02D Name two kinds of modern farm equipment that help farmers be more successful nowadays.

09.03E Name three inventors and their inventions which have modernized farming.

09.04B Name five different types of farms.

09.05B Name four products that come from a dairy.

09.06E Name one product produced on each of two other types of farms.

OBJECTIVES		MATERIALS CORRELATION
09.07D	Underline the correct answer. Farmers who live in dry places get water to their crops by _____. (rain, buckets, irrigation) Irrigation is important because _____	
09.08E	Number in order the steps in getting wheat from the seed company to the dinner table.	STE 70
09.09D	Underline the words that tell of things fruit farmers worry about. cannery, freezing Weather, insects, citrus	
09.10D	Name some things a rancher might do on a busy day.	
09.11E	Name four products raised on a ranch.	
09.12E	In a short paragraph, tell what a ranchhand does on a ranch.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Three | 5th Six Weeks

OBJECTIVES | MATERIALS CORRELATION

RESOURCES

10.00 Circle things that people need in order to live in communities.

mountains, farms,

natural resources, electricity

10.01B Circle things that are natural resources

cows	soil	horses	water	air
T.V.	trees	cars	cheese	grass
books	houses	coal	oil	chair

10.02D Circle the resources that are renewable. Underline the resources that are nonrenewable.

10.03B Underline the things above that are also economic resources.

10.04D Name two economic resources located in and around the community.

10.05E On a map of the community, locate and label the places where two economic resources can be found.

10.06B True or False: People are a natural resource.

11.00 Yes or No: Natural resources help people make money.

OBJECTIVES

MATERIALS CORRELATION

11.01D Match the words below with their proper definitions. Write the correct word in front of each definition.

coal, fuel, electricity, Pennsylvania, mining

_____ a leading coal mining state
_____ digging minerals out of the earth
_____ a black mineral that makes energy when burned
_____ anything burned to make heat or power
_____ a form of energy that makes heat and light

11.02E Number the sentences below in the order that they happen.

___ Petroleum is sent to a refinery.
___ Petroleum is transported through a pipeline.
___ Petroleum is taken from the ground by drilling wells.
___ Petroleum is changed into products that people use.

11.03D Check the correct answer.

What does a refinery do?
___ Cleans the petroleum that comes from a drilling rig.
___ Moves petroleum through a pipeline.
___ Moves useable things out of petroleum.

11.04D Write the correct word in the blank.

The purpose of a pipeline is to _____ the oil. (clean, move, refine)

11.05B Circle the industries that we have studied.

printing, coal, construction, fishing, petroleum, entertainment

OBJECTIVES		MATERIALS CORRELATION
11.06E	Read the sentences below. Put a check beside the examples of supply and demand. ___The drilling rigs in the Gulf of Mexico found a lot of petroleum. ___Father hopes that the price of gasoline will go down soon. ___The secretary changes the ribbon in her typewriter so that the boss will be proud of how clean and nice the typed letters look. ___The freeze killed most of the oranges in Florida. So now Farmer Jones from Texas can sell his good oranges for a higher price than usual.	
11.07E	Answer the question in complete sentences. Why are natural resources important to our economy?	
12.00	(Assessment of this objective is mainly by teacher observation of the student's behavior and attitude)	
12.01B	Write the correct word in the blank. Good use of natural resources is called _____. (pollution, laws, conservation)	
12.02D	What president of the United States encouraged Congress to pass laws establishing many National Forests and Parks? Underline his name. Ronald Reagan Abraham Lincoln Theodore Roosevelt George Washington	
12.03E	Check the things that are the responsibilities of Park Rangers. ___plant new trees ___feed the bears ___put out fires ___make visitors obey laws	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Three | 6th Six Weeks

OBJECTIVES | MATERIALS CORRELATION

CITIZENSHIP

13.01B Name three of your responsibilities to the community.

13.02B Name three of your responsibilities to the state.

13.03E Write your list of responsibilities to the state and community. Mark a C before community responsibilities and S before state responsibilities. In complete sentences tell which of your responsibilities are the same for the community and state and explain why.

13.04B Finish the sentence. Community and state laws are enforced by_____ _____.

13.05B Tell two things that could happen if a person is violating the law.

13.06E
13.07E Make a chart showing three community laws and the consequences for violating the laws.

Community Law	Consequences for Violation
1.	
2.	
3.	

13.08B Circle yes or no. Individuals have the right to have differing viewpoints.

13.09D Teacher observation

OBJECTIVES		MATERIALS CORRELATION
13.10B	Write the correct word in the blank. A group of men and women who make the laws and see that the laws are carried out is sometimes called the ____. (government, citizens, community) Name two things the local government does. Name two things the state government does.	
13.11E	In chart form, list the basic functions of local and state government. Put a ✱ beside those functions which are similar at both levels. BASIC FUNCTIONS OF GOVERNMENT Local | State	
13.12B	Name three kinds of public property and three kinds of private property.	
13.13B	Draw a line to match the community service with the needs that people have in a community. firemen — education policemen — good roads teachers and schools — fire protection libraries — theft protection Highway repair department — theft protection — books	
13.14D	Underline things for which our tax money is used. taxi cabs, traffic lights, zoo, churches, parks	
13.15E 13.16E	List four types of taxes. Write the uses of each beside each type. (e.g. school tax: used to operate public schools, etc.)	

OBJECTIVES		MATERIALS CORRELATION
13.17E	Put X beside the correct answer. What do Miller Outdoor Theater, Jones Hall, and Albert Thomas Convention Center all have in common? ___tax money paid for them ___private donations paid for them ___they have been named after famous people	
13.18B	Circle the number that answers each question below. How many state capitals are there? 10, 50, 1, 12 How many U.S. national capitals are there? 10, 50, 1, 12 Write N if the statement describes the national capital and S if it describes the state capital. ___The state government is located in Austin. ___The government is located in Washington, D.C.	
13.19D	Look at the numbered pictures. Tell the name of each historical landmark. (Washington Monument, White House, Capital Building, Jefferson Memorial, Grave Site of John F. Kennedy, Lincoln Memorial)	
14.01B	Give the definition of communication in a complete sentence.	
14.02B	List five types of communication.	
14.03B	Circle all of the inventions that have helped people to improve communication. telephone, airplane, television, watches, satellites	

OBJECTIVES		MATERIALS CORRELATION
14.04D	Match the great inventor with his invention by drawing lines. Alexander Graham Bell — telegraph code Samuel F.B. Morse — telephone Thomas Edison — phonograph	
14.05B	Underline types of printed communication magazines, letters, signs, newspapers	
14.06E	Answer this question in a complete sentence. Who is responsible for delivering the mail in the United States?	
14.07E	Number in order the steps in mailing and receiving a letter.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Three

OBJECTIVES

MATERIALS CORRELATION

BLACK HISTORY

15.01D Match the contribution of each of the following people. In complete sentences tell the importance of the contributions.

1. George Washington Carver
2. Harriet Tubman
3. Booker T. Washington

____ educator who founded the Tuskegee Institute of Agriculture, Mechanical Industries and Industries for Girls

____ discovered over 200 uses of the peanuts

____ helped to free many slaves by use of the underground railroad

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Three

OBJECTIVES		MATERIALS CORRELATION
	CAREERS	
16.01E	Use the word "career" in a sentence.	
16.02E	Give two examples of specialization.	
16.03E	A person who wants to become a lawyer needs _____ years in college and _____ additional years in law school.	